DOCUMENT RESUME

ED 402 402 UD 031 426

TITLE	Reconnecting Youth & Community. A Youth Development Approach.
INSTITUTION	Johnson, Bassin, and Shaw, Inc., Silver Spring, MD.; National Clearinghouse on Families and Youth, Silver Spring, MD.
SPONS AGENCY	Administration for Children and Families (DHHS), Washington, DC. Family and Youth Services Bureau.
PUB DATE	96
CONTRACT	105-92-1709
NOTE	58p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Child Development; *Community Programs; *Cooperation; Intervention; Partnerships in Education; Policy Formation; Prevention; Program Development; Program Evaluation; *Social Services; *Youth Programs
IDENTIFIERS	*Family and Youth Services Bureau; *Youth Development Model

ABSTRACT

This primer on youth development is intended to help communities rethink youth services in the context of the larger community. It offers guidance about the changes necessary to plan for and accept new ideas. The youth development approach advocated by the Family and Youth Services Bureau (FYSB) suggests that helping young people achieve their full potentials is the way to prevent their involvement in risky behavior. Focusing on strengths rather than failings is the underlying principle of the youth development construct operationalized by the FYSB in its programs over the last two decades. The three key philosophical components of a youth development approach are viewing youths and their families as partners in the effort, giving them access to prevention and intervention services, and offering opportunities to develop relationships with caring and supportive adults. Organizational changes may be required to implement a youth development approach, and a shared vision for youths and the community is a necessity. Education for service providers, policymakers, families, and communities is required, as is developing effective ways to evaluate programs and their impacts. The ultimate goal, regardless of the specific approaches tailored to communities, is to implement an approach that supports and values young people in the context of the larger community. Appendixes present assessment measures for leadership and organizational qualities. A list of 53 youth development programs is included. (Contains six references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Administration for Children and Families
Administration on Children, Youth and Families
Family and Youth Services Bureau

ED 402 402

Reconnecting Youth & Community

A Youth Development Approach

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

UD031 426

BEST COPY AVAILABLE

Reconnecting Youth & Community

A Youth Development Approach

July 1996

Prepared by the
National Clearinghouse on Families & Youth

Reconnecting Youth & Community: A Youth Development Approach was developed by Johnson, Bassin & Shaw, Inc., for the Family and Youth Services Bureau; Administration on Children, Youth and Families; Administration for Children and Families; U.S. Department of Health and Human Services; under Contract No. 105-92-1709 to manage the National Clearinghouse on Families & Youth.

Table of Contents

Foreword v

About the Family and Youth Services Bureau vii

Acknowledgments ix

Introduction 1

Chapter 1 Shifting the Focus to a Youth Development Approach 3

Chapter 2 Youth Development at the Local Level: Collaborating for Change 11

Chapter 3 Rebuilding Communities: The Key to Youth Development 19

Chapter 4 Reconnecting Youth and Communities: Designing a Youth Development Campaign 25

Chapter 5 Conclusion 33

Appendices

Appendix A Leadership: A Self-Assessment 35

Appendix B Implementing a Youth Development Approach: An Organizational Assessment Questionnaire 39

References 43

Youth Development Publications 45

America was built on challenges, not promises. And when we work together to meet them, we never fail. That is the key to a more perfect Union. Our individual dreams must be realized by our common efforts.

—President William Jefferson Clinton
January 23, 1996

Foreword

Crime, violence, poverty, and neighborhood disintegration often are cited as the top concerns of Americans today. Each day, newspaper headlines, television news, and talk shows trumpet the increasing distress of many citizens. As a result, there is a growing sense of hopelessness about our ability to address key problems and rebuild America's communities. Policymakers and practitioners alike, therefore, have focused renewed efforts on tackling the serious issues facing the Nation. Key to most of those efforts is the growing recognition that we need to help all young people develop their full potential.

The Family and Youth Services Bureau (FYSB) has long been in the business of strengthening communities by funding services designed to promote the positive development and self-sufficiency of young people. One of the goals of FYSB's Runaway and Homeless Youth Program, for example, is to help young people decide a course of action for their future. Through that program, FYSB funds transitional living services for older homeless youth. These services provide youth support and access to developmental opportunities for moving toward self-sufficiency. Through its Youth Gang Drug Prevention Program, FYSB supports local efforts to provide positive alternatives for young people at risk of involvement with gangs or drugs. And late in fiscal year (FY) 1995, FYSB began funding consortia of community agencies to offer programs for youth in the nonschool hours through the Community Schools Youth Services and Supervision Grant Program. Each of FYSB's programs is based on the concept that with care and nurturing, youth can become valued and productive members of the community.

As neighborhoods across the country struggle to rebuild a sense of community, FYSB grantees continue their efforts to ensure that youth are viewed as resources in the rebuilding process. Through this report, FYSB renews its commitment to a youth development approach to helping young people achieve their full potential. We believe that by focusing on young people's strengths and talents, while reconnecting them to the larger community, we can begin to draw on all our resources to create a brighter tomorrow for America.

Olivia A. Golden
Commissioner
Administration on Children, Youth and Families

About the Family and Youth Services Bureau

The mission of the Family and Youth Services Bureau (FYSB) is to provide national leadership on youth issues and to assist individuals and organizations in providing effective, comprehensive services for youth in at-risk situations and their families. The goals of FYSB programs are to provide positive alternatives for youth, ensure their safety, and maximize their potential to take advantage of available opportunities.

FYSB, a Bureau within the Administration on Children, Youth and Families; Administration for Children and Families; U.S. Department of Health and Human Services; encourages communities to support young people through a youth development approach. The youth development approach suggests that helping all young people achieve their full potential is the best way to prevent them from becoming involved in risky behavior. Youth development strategies focus on giving young people the chance to build skills, exercise leadership, form relationships with caring adults, and help their communities. Further, the youth development approach acknowledges that youth are resources in rebuilding communities and that helping young people requires strengthening families and communities.

FYSB administers three grant programs that support locally based services to runaway and homeless youth. The Basic Center Program funds shelters that provide emergency shelter, food, clothing, outreach services, and crisis intervention for runaway and homeless youth. The shelters also offer services to help reunite youth with their families, whenever possible. The Transitional Living Program for Homeless Youth (TLP) assists homeless youth in developing skills and resources to promote independence and prevent future dependency on social services. Housing, services, and counseling are provided for up to 18 months for youth age 16–21 who are unable to return to their homes. The Drug Abuse Prevention Program for Runaway and Homeless Youth (DAPP) provides additional resources to organizations serving runaway and homeless youth for services aimed at reducing or preventing illicit drug use, such as outreach, counseling, referral to treatment, and aftercare.

Further, FYSB supports two other programs providing services to youth. The Youth Gang Drug Prevention Program funds demonstration projects to assist State and local efforts to prevent youth in at-risk circumstances from involvement with gangs and drugs. The Community Schools Youth Services and Supervision Grant Program funds community-based, nonprofit organizations to provide academic, tutorial, entrepreneurship, or work force preparation activities during nonschool hours for youth living in areas with a high incidence of poverty and juvenile delinquency.

FYSB also funds research and demonstration projects to advance our knowledge of runaway and homeless youth issues; provides information through its National Clearinghouse on Families & Youth; supports the National Runaway Switchboard, a confidential, 24-hour, toll-free hotline for runaway youth; and funds training and technical assistance through a regional system of providers.

Acknowledgments

Youth development is not an approach that was created through the pages of this report. Rather, it has been designed, discussed, reconfigured, and renamed by various youth services professionals at the national and local levels during the past 30 years. We acknowledge the work of all those who have contributed to, and continue to promote, a youth development approach to helping all young people transition to adulthood.

We also would like to especially acknowledge the contributions of the individuals who participated in the Family and Youth Services Bureau's May 1995 Forum on Youth Development:

Cynthia Diehm
National Clearinghouse on
Families & Youth
Silver Spring, Maryland

Chris Erd
National Network for Youth
Washington, D.C.

Marita Irby
President's Crime Prevention Council
Washington, D.C.

Frances Kunreuther
Hetrick-Martin Institute
New York, NY

Robert C. Mecum
Lighthouse Youth Services
Cincinnati, OH

Norm Monroe
Multnomah County Board
of Commissioners
Portland, OR

Ray O'Brien
Academy for Educational Development
Center for Youth Development
and Policy Research
Washington, D.C.

David Okimoto
Atlantic Street Center
Seattle, WA

Angela Perez
Networking Project for Young Adults
With Disabilities
YWCA of the City of New York
New York, NY

Mary Pharis, Ph.D.
Austin, TX

Mildred Wurf
Girls Incorporated
Washington, D.C.

All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days, nor in the life of this Administration, nor even perhaps in our lifetime on this planet.

But let us begin.

—John F. Kennedy
January 20, 1961

Introduction

The problems confronting this country today are in many ways overwhelming, both in number and complexity. When facing such staggering issues as crime, poverty, racism, and violence, it is critical to develop strategies for change that are based on logic. That logic, however, must be tempered by an understanding of the human condition.

Unfortunately, the path to social change increasingly has been filled with rhetoric, partisan politics, fear, and the need to debate rather than discuss the issues. In the absence of real dialogue, people look for panaceas or one-step solutions to problems.

There are no simple solutions to this country's difficulties. Challenging problems demand analysis, a willingness to develop comprehensive strategies, and the courage to allocate resources toward an investment in the future.

The youth services field has for many years understood the need to explore options for investing in the potential of young people. Youth are resources, both for enhancing the quality of community life today and for building strong communities for the future.

Out of that understanding has emerged a philosophy about helping youth called the youth development approach. It is a concept first promoted by the Family and Youth Services Bureau's predecessor agency more than 20 years ago; today the movement to reinvent youth services in the youth development mode is gaining steam. Organizations such as the Academy for Educational Development, the Child Welfare League of America, and the National Network for Youth are working to create a framework for youth development that communities across the country can adapt locally.

The task is not easy. Adopting a youth development approach requires the subtle shifting of not only how we think about youth services but also how we think about, and behave toward, youth.

Simply put, the old strategies for helping youth in at-risk circumstances are insufficient today; the new solutions require freeing youth services professionals to shift the paradigm about how they do business. And that type of change simply does not happen overnight.

This primer on youth development, therefore, is intended to help communities begin rethinking youth services in the context of the larger community. It raises questions and offers guidance on the type of change necessary before a youth agency, or the larger community, can begin to plan for and accept new ideas.

Reconnecting Youth & Community: A Youth Development Approach does not provide all the answers because how a youth development approach is implemented is best determined within each community.

FYSB's goal in producing and sharing *Reconnecting Youth & Community* is to assist youth services professionals in thinking about how they can help communities shift from a problem-focused approach to serving youth to a community-youth involvement model designed to capture the talents, abilities, and worth of every young American. Through that approach, communities can create caring pathways of access to opportunity for youth and harness the talents of a new generation of young people.

Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.

—Helen Keller

Chapter 1
Shifting the Focus to a Youth Development Approach

When we examine the history of the world, it becomes clear, and frightening, how much easier it is to sell hate or promote fear than to educate people about the complexities of the personal development process or how to develop caring interpersonal relationships. Many social movements, both those productive and dangerous, have built agendas around an enemy, whether individual, organizational, or conceptual. In Hitler's Germany, a horrific movement was born through the subjugation of Jewish people, a group characterized as threatening the country's financial security. Positive movements also have identified an enemy that people could rally against, including such successful social-change efforts as the Mothers Against Drunk Driving campaign.

Obviously, adopting this approach for promoting positive social change, such as an overall reduction in drunk driving, can be effective. Yet when applied to certain social-justice movements, such as improving services to young people, the concept falters. In such efforts, focusing on an enemy, such as academic failure or teen pregnancy, detracts from the ability to view young people in a holistic fashion as individuals with problems, strengths, hopes, and dreams.

The categorization of young people's problems also has resulted in categorical funding streams that often bind the hands of youth services providers. Flexibility in tailoring services to meet the needs of individual young people has been identified as a critical factor in most successful youth services approaches. Without flexibility, program staff often are forced to offer young people services that may not address their real needs or provide them the range of supports necessary for adolescent development. Staff also expend their creative energy struggling to find ways to help young people within rigid systems.

The youth development approach to youth services work avoids the pitfalls inherent in categorical youth services programming. Through this approach, services are available to all young people. Yet the primary focus of the youth development model is not simply on providing services. Rather, it emphasizes offering young people a complement of services and opportunities. The youth development approach enables youth to develop leadership skills and interact with other young people from various backgrounds and in different stages of maturation. Moreover, the youth development model provides chances for youth to become involved in their communities in ways that build on young people's strengths and give them hope for the future.

Youth Development: Focusing on the Positive

Focusing on young people's strengths rather than their failings is the underlying principle of the youth development construct that has been the driving force behind the U.S. Department of Health and Human Services' (DHHS') youth-related programs for over two decades. As far

back as 1970, the Youth Development and Delinquency Prevention Administration (YDDPA), the Family and Youth Services Bureau's (FYSB's) predecessor agency, developed a delinquency prevention strategy based on why most young people stay out of trouble. In other words, the agency looked at what kept the "good kids" on track and identified four ingredients necessary for youth to develop in a positive way:

- A sense of competence
- A sense of usefulness
- A sense of belonging
- A sense of power[1]

Over the past 20 years, FYSB has maintained YDDPA's focus on the youth development model for several reasons. First, FYSB recognizes that it is crucial that positive developmental opportunities be available during adolescence, a time of rapid growth and change. Adolescents need opportunities to fulfill developmental needs in the physical, intellectual, psychological, social, and moral and ethical areas. They benefit from experiential learning, need to belong to a group while maintaining their individuality, and want adult support and interest. They also need opportunities to express opinions, challenge adult assumptions, develop the ability to make appropriate choices, and learn and use new skills.

When young people are not given positive outlets for growth, they may find potentially damaging alternatives. Gang membership, for example, may address adolescent needs for safety and membership in a group, development of close friendships, and opportunities for exercising decision-making skills and responsibility. Involvement in gangs, however, also places young people at high risk for drug use and exposure to violence and crime. In contrast, positive developmental opportunities meet adolescent needs while decreasing their exposure to destructive influences and reducing their involvement in risky behaviors.

Second, a rapidly changing society and a decreasing sense of community have reduced opportunities for many young people to receive the support necessary to move to self-sufficiency. Programs with a youth development focus offer young people the skills and knowledge they will need to function effectively as adults in an increasingly competitive world.

Third, increasing poverty, violence, and hopelessness in many neighborhoods threaten young people's welfare and make developmental opportunities scarcer for several reasons. Crime and violence affect young people's ability to move about their neighborhoods safely to participate in after-school activities. Dehumanizing living conditions affect their ability to see themselves as valuable and important contributors to society who have a range of choices regarding careers, beliefs, and lifestyles. Inadequate educational opportunities discourage learning, preventing them from developing the ability to reason and to solve problems. In such environments, a commitment by communities to creating programs and services that meet young people's developmental needs is critical.

Youth development is designed to focus on the positive outcomes we desire for young people, not the negative outcomes we hope to prevent. The distinction may appear subtle, but it is conspicuous in practice. Youth development shifts the dialogue from one that focuses on youth with problems to one in which communities can begin defining what youth need to grow into healthy adults.

A New Look at an Old Construct

In recent years, there has been a resurgence of interest in the youth development approach to working with young people. FYSB, other Federal agencies, and the youth services field currently are building on the youth development concept.

Many of FYSB's Runaway and Homeless Youth Program grantees, for example, are working closely with the National Network for Youth to more clearly define the Community Youth Development (CYD) construct. CYD focuses on creating supportive communities for young people and empowering youth to actively engage in their own development while contributing to the larger community.[2] In addition, through its Youth Gang Drug Prevention Program, FYSB has funded numerous planning groups and consortia designed to involve key community leaders and young people in developing positive opportunities for youth at risk of gang or drug involvement.

In fiscal year (FY) 1995, FYSB also began administering a new grant program legislated through the Violent Crime Control and Law Enforcement Act of 1994 (P.L. 103–322). This initiative, the Community Schools Youth Services and Supervision Grant Program, funds community-based, nonprofit agencies to provide after-school, weekend, and summer activities to young people through local centers. Applicants for Community Schools funding were asked to develop a community vision for youth and to propose strategies for addressing the developmental needs of young people.

The Office of Juvenile Justice and Delinquency Prevention (OJJDP), U.S. Department of Justice, also provides communities with significant resources to help keep young people out of trouble. OJJDP has focused for years on preventing and intervening in youth violence. Recently, OJJDP has emphasized the importance of strengthening youth and community connections by involving the entire community in violence prevention efforts and ensuring that youth are an important part of the process, and therefore, of the community.[3]

Further, a number of national foundations are funding efforts to define the youth development approach and to enhance the youth services professional's understanding of it. Foundation funding is being used by organizations such as the Academy for Educational Development and the Child Welfare League of America to train social services providers on the youth development approach.

These activities affirm the work of youth development proponents, who for more than 30 years have advocated for strengthening community

Beyond Academic or Job Competency: What Young People Need . . .

- A sense of personal safety
- Structure
- A sense of belonging or membership
- A sense of self-worth that is predicated on achievement and character
- Mastery of skills
- Access to learning opportunities beyond the classroom
- Responsibility
- Spirituality
- Self-awareness
- Support and guidance from caring adults

involvement with, and support for, young people at all stages of adolescent development. In fact, many youth services agencies have long offered core developmental services to young people under the guise of addressing specific problems for which there was funding available.

Shifting to a Youth Development Approach Requires . . .

- Becoming knowledgeable about the challenges and benefits of moving toward a youth development approach
- Helping policymakers, practitioners, and community members value youth as cultural and economic resources
- Accepting that youth input is not youth involvement or empowerment
- Focusing on systemic changes in youth policy
- Becoming flexible in thinking about new strategies and applying existing resources in new ways
- Partnering with other youth agencies to design new ways to solicit funding, provide services, and develop and promote improved policies for young people
- Viewing youth, families, and communities as partners in change, working toward common goals
- Reengineering or reinventing, rather than simply reorganizing, the business of youth work

Why then, if the youth development concept appears to be so widely accepted, has it not been more universally applied?

Reengineering Youth Services

Key organizational development experts stress that applying old strategies in new circumstances is ineffective even if the strategies worked in the past. New conditions call for new strategies. And developing new strategies, rather than just reorganizing old ones, requires helping people think in new ways.

For any number of reasons, too many of the strategies applied to social services systems, including youth services, have been simply reorganized rather than reinvented. Limited resources and staff turnover hamper the ability of many agencies to shift gears quickly or efficiently. Short-term funding and dramatic swings of the public policy pendulum also limit agency flexibility in carrying out long-range planning.

As a result, the youth development approach has suffered the same fate as many social services constructs. It has been reorganized to fit within the existing youth services framework. Reorganized, the approach fails because its philosophy is broader than the system in which it now must survive.

The youth development approach can survive this reincarnation. All that is necessary is for enough youth services agencies to provide leadership, plan for the future, and collaborate to "re-create" youth policies and programs under a new paradigm.

To successfully implement the youth development approach, communities must rethink youth policy, tossing out the often self-imposed structures or boundaries that limit creativity. That process requires leadership, especially within the broader community.

A Commitment to Leadership

An old adage says that leaders are born, not created. Yet, far more often than not, people find themselves in leadership positions through hard work, timing, and connections to people in power, not simply through talent or predisposition. Appointment to a leadership position, however, does not guarantee that one will find the wisdom or courage to lead.

Throughout history, many great leaders have emerged by providing strong guidance and a sense of security during chaotic times. Leadership, however, can bloom in quieter times when people step outside themselves to work for the greater good.

In every youth services agency across the country, there exists the opportunity for leadership, both within the organization and the broader community. Young people have long been touted as this Nation's most valuable resource. Today, youth services professionals must exercise the leadership necessary to ensure that communities match those words with action.

The old paradigms of social services systems may be in question, but not the long-revered characteristics of great leaders:

- Leadership requires courage. Most truly challenging situations demand not only imaginative solutions, but also the tenacity to carry them out.
- Leadership is not easy, although the results of true leadership make future efforts easier over time.
- Leadership requires the ability to listen, as well as an openness to, and respect for, diversity and difference of opinion.
- Leadership can feel demanding and isolating, but results in a sense of belonging and community.
- Leadership requires the ability to put aside personal bias or desires in decision-making.
- Leadership is the ability to make decisions, live with the consequences, accept the blame, share the credit, and learn from the experience.

Most important, true leadership ensures organizational or community growth. Leadership provides vision and direction; it does not seek to control. When leaders are strong and confident, they empower others to think creatively and they are open to trying new ideas.

Leadership Versus Management

Remember that leadership and management are very different roles within an organization. A leader also may manage and managers may lead in certain situations. The two functions, however, are different:

Leaders...	**Managers...**
Provide a vision or sense of mission	Provide a structure for carrying out that mission
Offer inspiration and motivate people toward loftier goals	Control workflow and focus on details
Focus on the big picture and long-term growth of the organization	Handle day-to-day operations

Management is a critical function and necessary as support to leadership. Management, however, is not leadership. Leadership requires the capacity to set a course toward a goal and then draw others along the same path through persuasion, influence, and power. Leadership is the ability not only to convince others of the potency of a particular vision, but to draw on their talents, skills, and energy in making that vision a reality.

Leadership and vision are key elements of implementing the youth development approach. The youth development philosophy is more a vision for young people than an actual approach. Developing a framework for translating that vision into practice at the local level requires a commitment by organizational leaders to assess their own capacity to lead and the organization's capacity to work collaboratively

Key Philosophical Elements of a Youth Development Framework

- Adolescence is a turning point in the overall life development process and therefore an opportunity for communities to support young people in positive directions.
- Adolescent development is natural, evolving, and complex.
- Youth development does not occur in isolation from family, community, and country.
- Young people's maturation process is influenced by their surroundings and affected by relationships with key people, such as parents, teachers, and peers.
- The youth development approach includes services, opportunities, and support for all young people.
- Young people's development is supported through involvement with people or places that offer intellectual, spiritual, and emotional nurturing.
- Young people can and should begin to take charge of their destiny through learned decision-making, and an enhanced understanding of the choices available to them. They also should be provided the support necessary to deal with the consequences of those choices.
- Even adults struggle in some developmental areas. Each young person has different skills and abilities and matures at a different pace.
- Not all young people start at the same place developmentally because of economic circumstances, family problems, or personal differences.
- Developmental activities must be tailored to meet the needs of young people who are in disadvantaged circumstances so that they receive the resources necessary to address the limitations in their life circumstances.
- Youth development is dependent on family and community development.

with the community. Both dynamics are necessary for translating youth development policy into practice.

Leadership, Youth Development, and Community

Strong and confident leadership is a critical element for organizations implementing a youth development approach, both within the agency and the broader community. Agency leaders interested in adopting the youth development approach can begin the process by assessing their own willingness to serve as a leader for improving youth policy within their agency, community, or State.

The leadership assessment questionnaire that appears in Appendix A provides a tool for organizational leaders interested in assessing their capacity to provide leadership on shifting to a youth development approach to working with young people. Thinking about the questions begins the process of developing a framework for implementing a youth development approach.

In many ways, the basic tenets of leadership and the youth development approach are analogous. Both require analysis that is based on sound principles and that recognizes that problems *and* achievements do not occur in isolation; they are interrelated. Most important, both leadership and the youth development approach are based on the fundamental premise that change does not occur simply through the provision of assistance. Real and lasting change occurs through the involvement of youth and adults in proactively rebuilding their communities.

Without principled leadership, today's social problems likely will not be resolved. A growing sense of hopelessness intensifies the already significant problems facing most communities. Those conditions, compounded by reductions in resources, present significant challenges to professionals seeking to support young people and communities. They also, however, present new opportunities for youth services professionals to refocus the way they do business.

We must shift from a fundamental paradigm of individual fear of loss to one that focuses on our collective hope of gain.

—Robert H. Harrison

Chapter 2

Youth Development at the Local Level: Collaborating for Change

The "abundance philosophy" suggests that there is more than enough opportunity for everyone if society would focus its efforts on collective rather than individual gain. To do so requires an inclusive community-building process, with a special emphasis on involving young people at the core of that effort.

The youth development approach offers a strategy for creating communities in which young people are active and valued contributors. Each program and community must define youth development in its locale, adapting the approach to fit youth needs and the program or community structure. There are, however, three key philosophical components of a youth development approach:

- Viewing young people and families as partners rather than as clients, and involving them in designing and delivering programs and services
- Giving all youth access to both prevention and intervention services and programs that meet their developmental needs
- Offering youth opportunities to develop relationships with caring, supportive adults

Within that philosophical understanding, there are several fundamental principles that youth agencies must consider when beginning to create a youth development framework for youth services within their community:

- **Implementing a youth development approach may require organizational change.** The youth development approach is based on the paradigm that youth, parents, and communities are partners in developing and delivering services and opportunities for young people and in strengthening communities. Many youth agencies believe in this paradigm; operationalizing that belief system to its fullest extent, though, often requires that organizations reexamine their mission, structure, and decision-making procedures.
- **Youth development requires creating a shared vision for youth and community.** Determining and agreeing upon what communities want for all young people is the underpinning of a youth development approach. Youth services providers, in conjunction with their professional collaborative partners, youth, parents, and community members, should develop not only a shared language that includes definitions of adolescent ages and developmental stages but also a shared understanding of what that language means. They must decide what youth need to develop into healthy, self-sufficient, and involved adults and how those needs can best be met by the larger community. Through that collaborative process, they can begin discussing the youth development framework and how it might translate into a vision for young people within their community.

- **Youth development requires collaboration.** No single community organization can provide the range of developmental, preventive, and intervention programs and services required to give young people the experiences they need to mature into successful adults. Rather, creation of such programs requires collaborative planning by a community's youth-serving agencies, other social services and educational institutions, policymakers, community leaders, and young people.

- **Advocating for all young people demands that youth agencies pay considerable attention to creating positive images of youth in the media and the community.** Media images and societal attitudes profoundly affect both the resources that are dedicated to young people and the way that services and programs are designed. Too often, media messages convey negative images of unintended pregnancies, drug use, crime, and violence. There is a need for news stories that focus on outstanding young people, positive contributions of youth to communities, and creative programs. Youth agencies might dedicate organizational resources to publicizing positive news about young people. They can write press releases or hold press conferences directed to local news outlets on such topics as young people's involvement in community service, youth-designed initiatives, and outstanding programs for young people. (See Chapter 4 for more information on developing a media campaign to promote positive images of young people.)

- **Shifting to the youth development approach requires educating service providers, policymakers, families, and communities.** Adolescent development is part of the overall human development process. Such life passages often receive little focus in a society that emphasizes academic or professional achievements over personal introspection or growth. Youth services professionals interested in shifting their organizational focus to youth development will need to educate families and the community about adolescent development. Helping young people achieve positive outcomes during adolescence is key to a lifetime of continuing personal growth.

- **Evaluation indicators of youth development must be designed.** Before discussing how to move to a youth development approach, agencies need to define the goals of such an approach for the young people served. On the basis of these goals, they can develop measurable outcomes that are clearly linked to youth development programming. Agency staff, accompanied by an experienced evaluator, might begin by discussing behavioral changes that indicate positive development among young people. These might include, for example, improved interpersonal skills or goal development. Agencies also can include young people and families in designing outcome measures by conducting focus groups, individual interviews, or surveys, for example.

Adopting a Youth Development Approach

Because we have focused for so long on young people's problems rather than their strengths, the greatest challenge in implementing a youth development approach is shifting the perspectives of staff, board members, volunteers, and the youth themselves. Youth services agencies are in a unique position to advance the youth development perspective because many of their

programs already are based on two key concepts underlying this approach: valuing youth, and working in partnership with young people and communities. Agencies interested in moving toward or enhancing their youth development approach can begin by answering the following questions:

1. How do we define youth development, both generically and in this community?
2. What are our objectives in implementing a youth development approach?
3. What are the benefits of implementing a youth development approach?
4. What are the possible negative consequences of implementing a youth development approach?
5. Is there support for the approach within the community? If yes, how can we effectively leverage existing support? If no, how can we begin to build that support?
6. What systems already exist that operate on a youth development approach, and how can we access the resulting expertise and experience or build on those efforts?
7. Within the organization, should we implement the youth development approach through existing programs and services or consider a new structure?
8. What will we need to do to move the organization from its current focus to a youth development approach without losing the successful elements of the current structure or operation?
9. How will we involve youth and the community in moving to a youth development approach?
10. How will we assess if the new approach truly benefits young people and the community?

Developing the Framework

There is no "correct" youth development model that should be applied in all communities. The very premise of the approach defies that type of application. The youth development approach means assessing the needs, strengths, and resources in each community, with a special focus on young people. In each community, that assessment process will be unique because it will be governed by the youth and adults who comprise the community.

Implementing a youth development approach requires more effort than simply creating a new strategy for dealing with one of the myriad problems facing young people, families, and communities today. It requires creating an organizational learning community in which proactive change is the positive norm and new ideas are rewarded.

Implementing a youth development approach, therefore, requires rethinking and then, if necessary, re-creating existing community systems to ensure that they reflect a fundamental philosophy of valuing and supporting young people. The central premise for implementing a youth development approach, consequently, is the need to reconnect youth and community.

Community/Youth Partnerships: A Promising Paradigm

Rebuilding communities is central to reinventing youth services. One way to ensure that young people have access to what they need to develop positively, for example, is to create

BEST COPY AVAILABLE

youth-empowering environments that offer young people the opportunity to do the following:

- Experience feeling a part of a supportive community
- Meet their needs for mastery of skills and tasks
- Feel involved in determining their own future, while recognizing society's need to control harmful behavior
- Contribute to the community[4]

The last point is important. If there is one lesson learned through years of attempting to resolve difficult social issues, it is that the growth and well-being of youth and communities are interconnected.

The best solutions for assisting young people at risk focus both on helping individuals and strengthening communities. Today's young people are looking for a way to contribute to the community and meet their need to be a part of the larger social fabric. Far too often, they receive little guidance as they attempt to navigate the complexities of life. They also increasingly are living in communities that do not offer the safety or structure that young people need to grow and thrive.

Rebuilding communities, therefore, is a key ingredient in regaining the ability to provide young people with direction and a sense of responsibility during their formative years.

Community leaders can begin redefining youth policy in a youth development framework by empowering individuals to work collectively to rebuild communities.

Youth services professionals can support that process by examining how their organization functions, as well as how it works with community leaders and young people and their families. Agency leaders may use the questionnaire in Appendix B to begin assessing organizational readiness to implement a youth development approach that tackles the greater challenge of community building.

Reconnecting Youth and Community

The ultimate goal is to implement an approach that supports and values young people in the context of the broader community. In some communities, valuing and involving young people will come naturally; in others, the process will take time as community members rediscover each other. In either case, it is critical for organizational leaders to maintain a community empowerment focus, through which the strengths and resources of neighborhoods are acknowledged and built upon.

More important, organizational leaders must continually refocus attention on youth, promoting their strengths and talents and advocating for opportunities through which they can become reconnected to the larger community.

Adopting a Youth Development Approach
Ideas to Get You Started

1. Review the organizational or program mission, and program policies and procedures to ensure that they provide a vision and structure for promoting youth development.
2. Explore how the agency can best serve the needs of youth and the community through a youth development approach.
3. Develop a strategy for enhancing the organization's process for involving youth and the larger community in designing programs that build on young people's talents and existing community resources.
4. Reinvent the organization as a "learning community" in which life is viewed as a developmental process, people are encouraged to raise issues and to offer suggestions for change, and every new activity is valued as an opportunity for organizational growth.
5. Educate staff about the natural course of adolescent development to ensure that they understand normal youth behavior, including individuation, that occurs as young people strive for independence.
6. Put staff through a problem-based intake process to help them experience the negative effects of a system that focuses entirely on their weaknesses. Then develop program intake processes and instruments that also identify young people's strengths, skills, and contributions.
7. Promote respect for diversity by educating staff, the board, youth, and the community about differences, including those of race and ethnicity, sexual orientation, gender, physical capacity, regional perspective, age, and personality type.
8. Provide opportunities for the staff and board to learn about themselves and how to transfer that learning process to young people, families, and the community.
9. Develop responses to negative youth behaviors that help young people understand their behavior and its effects on others and that require restitution in forms that draw youth back into the community with renewed responsibility.
10. Place youth in supported leadership positions that enable them to build socialization, communication, and other skills.
11. Refine programs and services to ensure that the organization offers opportunities for young people to acquire or strengthen their sense of competence, usefulness, belonging, and power, the four key ingredients of youth development.
12. Include language about valuing youth and the need to provide them with positive opportunities in all organizational written materials, especially subcontracts or agreements with other agencies.
13. Work to promote a community culture of valuing, supporting, and involving young people.

Measuring Youth Development

In this era of accountability, advocates for the youth development approach must establish agreed-upon, and measurable, developmental outcomes for all young people. They might begin by asking the broad question, "What do young people need to be prepared for successful adulthood today?" Outcome measures might include the following:

- Academic competence
- Social or interpersonal competence
- Creative competence
- Vocational competence
- Healthy eating and exercise habits
- Participation in age-appropriate school, work, recreational, and social activities
- Involvement in activities that benefit others while providing them skills and experiences

Yet it is difficult to define what is normal adolescent development or the positive outcomes that further that developmental process. It is, for example, easier for doctors to define illness by a series of symptoms than it is for them to describe a healthy person. The range of "normalcy" in the culture is broad, and policymakers must be careful not to define "positive youth development" in ways that exclude certain populations.

Young people's development is, in fact, determined by a number of factors. These include individual personality, familial ties and supports, access to education and opportunities, socioeconomic status, gender, racial or ethnic background, and physical capacity. These factors must be considered in developing systems for measuring youth development approaches to working with youth.

In addition, when developing outcomes to assess the effectiveness of the youth development approach, it is critical to remember that adolescent development is not linear, but contextual. It is defined within the context of the community, and by the reality of young people's lives.

Academic achievement, for example, may be the positive developmental model for many youth. It should not, however, be the only standard by which young people's progress is measured. Nor should the lack of compliance with a particular measure mark young people as failures. Many homeless youth who have been abused by adults form supportive networks on the streets. They care for one another under the most difficult of circumstances, behavior that clearly denotes positive emotional and interpersonal development. Yet such positive outcomes may be overlooked in assessing the academic or vocational achievements of this youth population.

We need to give our children something that they may not be able to hold in their hand, but that they can most definitely hold in their heart. Hope. A future. Communities to belong to.

—Vice President Albert Gore
August 16, 1994

Chapter 3
Rebuilding Communities: The Key to Youth Development

Today, people frequently bemoan the loss of community, the sense of neighborhood, the comfort of being among others who know and care about them. For young people and adults alike, this diminished feeling of belonging often leads to risk-taking behaviors to soften their sense of loss. These include drug or alcohol use or involvement in illegal activities that provide immediate financial gratification. As connections between people disappear, community disintegration escalates, resulting in greater potential for crime, violence, and other negative outcomes.

In our culture, the reaction to community deterioration has been to respond to those negative outcomes. This strategy has led to an overreliance on programs and policies that address symptoms rather than underlying causes. Our response to youth crime, for example, is to build additional detention facilities rather than invest in prevention and early intervention services for youth in at-risk environments. That approach occasionally provides some temporary relief. The complexity and interrelatedness of the factors contributing to crime, violence, and other social problems, however, require a commitment to looking beyond superficial solutions.

One solution that is gaining increasing popularity emphasizes rebuilding communities by simultaneously supporting youth, strengthening families, and improving local conditions. The task of rebuilding communities is formidable because a variety of forces contribute to the disintegration of neighborhoods and to our inability to reconnect people:

- Our culture's focus on individualism, competitiveness, and singular achievement
- Increasingly hectic lifestyles driven by a societal emphasis on achievement and financial power
- Our history of proud self-sufficiency, resulting in fear of the perception of being needy
- An increasing percentage of the population living in poverty and despair
- Our continuing difficulty in including and valuing all people regardless of race, ethnicity, gender, sexual orientation, socioeconomic status, religious beliefs, or physical capacity
- An unwillingness to invest in long-term solutions to complex problems
- A growing propensity toward developing social policy and programs through debate rather than consensus building

Confronting such complex and interrelated factors is a challenging undertaking. The difficulty of the task is compounded by our desire to view problem solving as a short-term process ending in victory or failure rather than a long-term process that offers opportunity for individual learning and community growth.

Yet the essence of American history is about pioneering change, conquering seemingly insurmountable odds, and reaching back to draw others along difficult paths. Underneath the superficial overlay of quick fixes to problems is a tradition of working together in community for positive social change.

Rethinking Community

The breakdown in community networks and neighborhoods has forced policymakers and practitioners to revisit how the social linkages of yesteryear were maintained. While some of the factors contributing to community building are situational and therefore may be inapplicable in certain areas, some key elements are transferable to any setting. Community building requires the following elements:

- A shared purpose
- An inclusive planning process
- Leadership development rather than service delivery
- Financial stabilization
- Opportunities for community empowerment through a learning process
- Strategies for reconnecting people of all generations and backgrounds

The best strategy for rebuilding communities is a community empowerment approach that views community members as partners in the rebuilding process. This "community as partners" approach is known by various names across the country, but its philosophy is based on the following principles:

- Community members are in the best position to develop effective strategies for dealing with neighborhood problems.
- Even communities with concentrated poverty and serious crime comprise individuals and organizations with tremendous strengths and talents.
- The community empowerment process offers the best chance for lasting, positive change.

Clearly, the community empowerment strategy and the youth development approach share common themes of participation, empowerment, and accountability. Both accentuate the positive attributes of communities and young people.

Combining the community empowerment and youth development models, therefore, offers youth services agencies tremendous opportunities to effect positive, long-lasting change. The community empowerment approach ensures more permanent social change, which can only come from within the community and must be based on the self-assessed needs, values, and goals of the community. Involving youth in the empowerment process strengthens their skills and their ties to others. Through that process, neighborhood leaders are investing in both immediate personal growth among young people and long-term community change.

Developing Youth ... Empowering Communities

Organizational leaders who view their agencies as vehicles for creating positive social change on behalf of youth and communities typically already have adopted a youth development approach to serving youth in at-risk circumstances. In such organizations, the delivery of services is considered a safety net for helping young people at risk because of family difficulties and community disintegration. The overarching mission of agencies using a youth develop-

ment/community empowerment model is threefold:

- To work with communities to improve local conditions
- To strengthen individual and community awareness of the positive attributes and contributions of young people
- To offer adolescents the opportunity to develop their strengths and talents in a culture that cares about their safety and values their potential contributions

Further, these three goals must be viewed as interconnected. Improving local conditions is key to being able to offer young people opportunities. Involving young people in activities that improve local conditions provides them with new skills and gives them a chance to feel useful within their community. Young people's participation in community-building activities increases public awareness of, and appreciation for, their capacity to contribute. Creating an environment in which young people are valued ensures the continued provision of opportunities for youth to be involved in, and supported by, the greater community.

The interconnected nature of the goals also requires that youth agencies think and operate collaboratively. Improving local conditions requires the cooperation of organizations focusing on issues as diverse as economics and the environment. Providing young people with opportunities, services, and other support requires the involvement of leaders from business and industry, education, and religious institutions. The youth development approach demands that the entire community agree on the value of working with youth as an investment in the future.

The youth development/community empowerment approach also...

- Concentrates energy on young people's strengths rather than their problems while providing them with a safe place to deal with the typical issues and concerns of adolescence, as well as difficulties specific to their lives
- Emphasizes social change over situational change, while valuing individual development
- Establishes a balance between youth, family, and community responsibility for young people's actions and supports youth, family, and the community simultaneously
- Acknowledges that in the American culture, young people tend to have less privilege or status, and offers them opportunities to contribute
- Protects against "youth empowerment models" that provide young people with situational leadership opportunities but do not teach them how to exercise that leadership or how to handle the associated responsibility
- Focuses more on positive youth and community outcomes and less on program processes
- Involves young people in activities that enable them to access opportunities to learn and grow while building relationships that strongly root them in the community

Partnering With Communities

Implementing such an approach is challenging. Rebuilding communities as a means of helping youth requires resources often perceived as unavailable to local youth-serving organizations.

Most funding sources focus on direct service delivery projects; few support social-change endeavors. The necessary resources, however, are available in most communities since human capital is the greatest asset in community-building projects.

Youth-serving programs that work in tandem with community members to address social problems, rather than simply act as purveyors of services, know and draw upon those resources regularly. In fact, many agencies consider advocating for positive social change as critical to the work they do on behalf of youth. Those agencies have learned that there are key steps to involving youth in rebuilding communities, including the following:

1. **Position the organization to take a leadership role in implementing a youth development approach by involving staff and board members in the following:**
    a. Revisiting the agency's mission to determine if youth development and community empowerment efforts fall within the scope of that mission or if the mission needs to be expanded or refined
    b. Creating an organizational environment in which those affiliated with the agency view themselves as supporting the community in solving problems and achieving positive change
    c. Learning more about neighborhood politics, the local systems (informal and formal), the powerful players, and the political or social factions and their agendas
    d. Understanding the difference between being a facilitator and a leader; true community developers build leadership within the community
2. **Enhance the organization's visibility in, and involvement with, the community by involving staff and board members in the following:**
    a. Assessing how to heighten community awareness of the organization, especially with regard to viewing the agency as part of the community
    b. Creating linkages with political and religious leaders and other agencies working within the community
    c. Establishing methods for ensuring ongoing communication with community members to build a partnership through which the community sets the agenda for change according to its needs
3. **Operate out of a position of principle-centered leadership, including the following:**
    a. Being willing to let community members take the lead, while the agency remains responsible for the outcomes
    b. Establishing a social-change process that creates opportunities for youth and adults to work together
    c. Setting realistic, short-term goals that provide the community with opportunities for success, and long-term, dramatic goals that give people hope
    d. Helping community members prepare to lose more often than win and to understand the value of the social-change process, the incremental nature of change, and the victories that occur even in "losing"

e. Being prepared to deal with the response to change since not everyone may fully understand the change for which the organization is advocating

f. Helping communities celebrate and build on their successes

The rationale for proactively linking community building and youth development is simple. Young people can be this country's most valuable resource or its greatest problem. The outcome is determined by the investment.

Adopting a community-building approach to youth development undoubtedly requires a greater initial investment from program staff and boards. That commitment, however, is no more than that expected from young people growing up in at-risk environments who must overcome tremendous odds to achieve success. Focusing on the youth development/community empowerment approach also increases the likelihood that positive changes in youth policy will be both systemic and lasting. This focus requires a commitment to exercising principle-centered leadership within the organization and the community.

Never doubt that the efforts of one person can change the world.... Indeed, it's the only thing that ever has.

—Margaret Mead

Chapter 4

Reconnecting Youth and Communities: Designing a Youth Development Campaign

Today in many communities, the public image of young people, much of which is created by the media, primarily consists of youth involved in delinquent behavior or with few interests other than personal financial gain. In reality, over three-fifths of all teens age 12–17 are involved in service to their communities. They are making positive contributions through volunteer work in the areas of public health, the environment, and public safety.[5]

In addition, far too many messages for young people are directed at reducing negative behaviors, such as the prevalent antidrug campaigns. While messages discouraging risk-taking behavior are important, young people need to see themselves portrayed as more than a series of problems to be prevented or addressed.

An important piece of any effort to reconnect youth and communities, therefore, is the development of a process for providing new messages about young people. Youth-serving organizations can take a lead role in developing public-education campaigns that share positive themes about youth, promote youth as resources, and encourage community members to become actively involved in supporting young people.

The San Francisco agency, Coleman Advocates for Children & Youth, for example, launched the "Kids Я Good Campaign" to reverse the trend of negative public and media opinion about youth. Just before Christmas 1993, the organization presented to the city's media and public officials 100 youth from around the city who were involved in community service projects. Coleman Advocates staff also shared some positive statistics about youth in San Francisco: in 1993, 98 percent of young people did not commit a violent crime or participate in gang activity; 94 percent of young people were not detained at the juvenile hall; and 97 percent did not drop out of school.

The Christmas media event was just one piece of the Coleman Advocates campaign; the organization continues to explore other options for sharing good news about young people. Using a variety of vehicles for promoting positive youth images is key to any public-education campaign.

Public-education campaigns also should be integrated into the organization's overall programs and services. The direct messages shared through such campaigns must match the indirect messages conveyed by organizational activities. For that reason, before launching a public-education campaign promoting youth development, youth-serving organizations should undertake an internal planning process. This process should clarify the role of the organization with regard to youth and the community, identify a communications expert to design the campaign, and help the

organization plan a campaign that will reconnect youth and community.

Organizational leaders can begin planning a public-education campaign promoting youth development using the following process:

1. **Defining the Role of the Organization in Reconnecting Youth and Community.** A first step in developing a public-education campaign is defining the role of the organization in relation to youth and the community and examining how the organization has implemented the youth development construct. Key avenues to explore include the following:

   - What is the organizational mission or vision, and how has it been articulated to youth and the larger community in the past?
   - What services, programs, and activities does the organization offer to youth and the community, and how have they been received to date?
   - How has the organization involved youth and the community in developing and refining its programs and services?
   - How do those programs and services promote youth development?
   - What do the organization's staff and board know about the strengths, talents, and needs of young people in the community that they can share with others?
   - What do the organization's staff and board know about the strengths, talents, and needs of the community that might be key to developing a message about reconnecting youth and communities?
   - How has the organization contributed to the well-being of young people, families, and the community? How will the new campaign extend those contributions?
   - What prior collaborations with other organizations or individuals might provide a foundation for building a strong community-wide campaign?
   - What other community resources (individuals, businesses, leadership organizations, and social or educational institutions) can be tapped during the campaign development and implementation? What types of roles can those individuals or agencies play?
   - What other youth-related public-relations campaigns previously have been conducted in the community? What were the messages and the results? Can the new campaign build on prior campaigns?

2. **Choosing a Communications Expert.** Selecting the right communications professional is one of the most critical steps in developing a public-relations campaign. Youth-serving agencies bring a wealth of knowledge about youth and communities that must form the core of any successful public-relations campaign. Yet much of the language of the youth services field, such as youth development, has little meaning to those outside the profession. A communications expert can help translate a youth services organization's vision for young people into catchy, understandable messages.

   Youth services agencies should look for public-relations professionals with the following qualifications:

   - Prior experience developing communication strategies, working with the media, and producing community-wide campaigns with a targeted social-change message

- Experience working on youth or social services issues
- Documented results of prior campaigns
- Willingness to consult with and listen to the organization's leaders, staff, board, and youth participants
- Ability to translate social services concepts into jargon-free messages, as demonstrated through previously developed campaigns
- Knowledge of the community, the types of messages that will be acceptable and understandable, and the best methods for sharing those messages
- Connections in the community, such as with the local media, that will facilitate the campaign's implementation

Many youth agencies can tap into the pro bono services of a large public-relations firm to help them develop a community-wide public-relations campaign. Other options include soliciting support from foundations or local businesses (which have a natural concern for ensuring a quality labor force in the future and can provide publicity for the campaign and assist in other ways), pooling resources with a number of local nonprofit organizations interested in jointly developing the campaign, or adding creative individuals with public-relations skills to your staff and board.

Keep in mind that a free communications consultant may not be better than nothing. The messages emanating from the organization through a public-relations campaign are critical to helping people see youth in a positive light. The work of consultants who are not able to understand the organizational mission and vision, or who are unwilling to work closely with organizational leaders to translate that vision for public dissemination, may be counterproductive to the organization's long-term goal of strengthening youth and community connections.

Thinking Positively About Youth

Every generation, as far back as Socrates, points a woeful finger at the next. Promoting the youth development model requires helping adults to shift their paradigm about adolescence, including the following:

- Understanding the "challenges" of dealing with adolescents, which may be less related to actual adolescent difficulties and more the result of adults' inability to allow adolescents to think and question rather than simply follow
- Acknowledging the strengths and attributes of adolescents
- Understanding that each generation experiences a very different world than the preceding generation and that the developmental process is affected by the external environment
- Addressing fear of youth behavior, which may be out of proportion to the actual circumstance
- Accepting that each generation of young people must express its "uniqueness" through music, dance, clothing, and interests that are different from the preceding generation

3. **Designing the Campaign.** Once the communications expert has been selected, the organization can begin planning the public-education campaign by hosting a kickoff meeting that brings together organizational leaders, the communications expert, and youth and community members (individuals or organizational representatives) who will be involved in the campaign. The purposes of the kickoff meeting are the following:

   - Review the information collected in step 1 to determine which messages the organization wants to share during different stages of the campaign. An organization might first promote its programs and services, and then share positive images of young people. Once these stages have generated public support, the campaign can shift to promoting youth development.
   - Set a goal for the campaign based on the organization's primary mission and the action that the organization would like people to take.
   - Describe how the program(s) currently helps the community. Think in terms of tangible program outcomes, and then outline clear messages under each.
   - Select a central campaign theme based on the work of the organization, the information the organization would like to share about young people and the community, and the campaign goal(s).
   - Identify target audiences (for example, the community at large, policymakers, or young people), and select the best vehicles for reaching them, including brochures, billboards, posters, videos, fact sheets, special events (such as fairs or press conferences), and television and radio public-service announcements.
   - Work with the communications consultant to translate the campaign theme into crisp, short messages that will capture the

Getting People Started

One of the key barriers to implementing a youth development approach is the general feeling of helplessness about the problems facing this country. One strategy for helping people move ahead is to offer them small, concrete steps to take that will result in modest, but important, improvements for youth, families, and the community.

A media campaign promoting positive messages about young people is one strategy for reconnecting youth and communities. The campaign can shift people's attitudes about youth and energize community members to get involved in working with young people or in helping to shape improved youth policy.

A campaign also can share the results of how everyday people create positive change in the lives of young people by simply volunteering 1 hour per week, writing 1 editorial, calling 1 public official, or attending 1 public hearing. People are drawn to activities that really make a difference. So let people know what works.

public's imagination. The messages may vary by target audience and communication vehicle chosen.

- Conduct focus groups with youth and community members and other social services providers to ensure that the messages are appropriate for the range of people living in the area, with special regard to racial and ethnic, gender, and sexual-orientation issues.
- Develop a process for assessing the campaign's effectiveness and outcomes, including midpoint reviews to allow for adjustments.
- Set a schedule for launching the campaign that takes into consideration community cycles of activity (for example, political elections, the school year, and local and religious holidays) and special events such as Child Abuse Prevention Month. The most effective time to initiate public-awareness activities will vary by community.
- Make sure the organization and the staff are ready for the public scrutiny that a public-awareness campaign will generate. Develop a plan for handling any crises that might occur during the time when the organization is the focus of the media's and the community's attention.
- Prepare to handle the community response to the campaign, both positive and negative. Train all staff to handle general calls for more information or offers to volunteer with young people. Assign a senior, experienced staff person to respond to media calls. Prepare fact sheets and "quotable quotes" on the most frequently asked questions about youth and the organization prior to implementing the campaign so that staff can respond quickly to requests for additional information.
- Think through how the organization can best reap the benefits of the campaign to further its efforts to help youth and the community.

The next step, launching the campaign, will be different in each community on the basis of the campaign style, target audience, and communication vehicles selected. A professional communications expert should assist in launching the campaign, including making connections with the media, helping to monitor the results, providing feedback to the organization, and offering suggestions for future action.

Public-awareness campaigns are not without risk, and a communications expert can help an organization maintain a pulse on the community reaction. Remaining proactive throughout the life of the campaign and beyond can ensure the greatest benefits to the organization, the community, and young people.

Promotional Strategies for Reconnecting Youth and Community

- Cultivate good relations with the local media to ensure that the organization's positive efforts receive coverage.
- Connect with other youth-serving agencies to collaborate on strategies for promoting positive youth images.
- Hold focus groups with young people to get their input on strategies for promoting positive youth images and for encouraging the community to work more proactively with youth.
- Conduct special community forums to educate community members, local policymakers, and funding sources about the need to shift from funding categorical, problem-focused youth services to funding developmental opportunities for young people.
- Conduct local press conferences to share positive information about young people.
- Organize events at which youth are visible in the community in positive ways, such as volunteering.
- Involve young people in developing positive images of youth, and display these images in the community through flyers, newsletters, billboards, and special events.
- Provide information to parents that enables them to support their adolescent.
- Create and distribute a weekly volunteer fact sheet that alerts adults to opportunities to work hand-in-hand with young people to improve the community.
- Network with local television and radio stations to obtain donated air time for youth-developed community or public-service announcements.
- Identify local newspaper columnists who are likely to be sympathetic to and knowledgeable about youth issues. Encourage them to write regularly about positive youth activities.
- Assist youth in developing a newsletter that highlights the positive work of young people. Persuade local business people to finance the publication and distribution of the newsletter.
- Meet with young people to discuss the community needs that they are capable of responding to, such as street, park, and stream cleanups or minor home repairs and yard work for senior citizens.
- Involve young people in local planning boards through which they can lead "youth issues forums" that solicit input about how to strengthen the connections between youth and community.
- Assist youth in developing a leadership caucus to organize youth development activities in the community.

No more prizes for predicting rain.
Prizes only for building arks.

—Louis V. Gerstner, Jr.

Chapter 5
Conclusion

Americans' fear of crime and violence is rising while the resources to deal with the country's problems are diminishing. In such a time, it is imperative that we look for solutions that are comprehensive, that address real problems rather than symptoms, and that revitalize communities. Developing solutions to our social problems that have the potential for profound, positive change requires the commitment of the American public to financing prevention and to listening to experts' recommendations rather than political sound bites. Most important, it requires a commitment to investing ourselves in rebuilding communities.

Rebuilding communities requires that we move beyond even the progressive approach of "building arks rather than just predicting rain." Gone is the time for a reactive approach to solving this Nation's social problems. Today's circumstances demand comprehensive, collaborative, and proactive methods that address problems at their core.

The youth development/community empowerment approach enables youth services organizations to mobilize communities to focus on the root causes of social problems and to stop young people from becoming entangled. It is prevention, early intervention, and community and youth empowerment in the very best sense of the words.

And it is hard work. Change is a complex phenomenon, and efforts to effect long-term change must be comprehensive and involve all components of the community. The youth development/community empowerment model does exactly that. It draws on the collective strengths of youth and adults. It recognizes that the whole truly is greater than the sum of its parts.

To implement such an approach requires rethinking some basic cultural assumptions. The American culture is predicated on a competitive environment in which, far too often, winning is more important than learning, the route to a quick dollar beats involvement in meaningful work, and the personal takes precedence over the political.

Today, with disintegrating cities, a deteriorating environment, overpopulated prisons, and emptying classrooms, however, it is clear that the political is personal. Real change requires action by entire communities, communities of people who are connected, caring, and committed.

Communities also comprise all types of people with differing backgrounds, needs, and desires. Yet there is common ground: the need to feel competent, useful, and powerful, and, most important, to belong. At the core of rebuilding communities, therefore, is the challenge of involving youth and community members in meaningful work that reconnects them to others, that employs their talents, and that provides them with the satisfaction of contributing to the greater good.

Too often in the past, efforts to help young people have been fragmented by funding streams, ideological differences about prevention and punishment, and plans that continually focused on restructuring programs rather than redevelop-

ing communities. Over the past decade, we have learned that prevention is less costly than intervention and that instilling a sense of accomplishment and accountability in young people is more productive than punishment. Further, we know that efforts to stop crime and violence are most effective when designed by the community.

Today, we need to begin applying those lessons to ensure that the next generation shares a set of positive, normative adolescent experiences. We need to listen to communities in need and to educate the larger community about the best approaches to providing young people with opportunities to develop into healthy, contributing adults.

We also must educate policymakers about what it takes to implement a youth development approach. Youth development is not just offering midnight basketball or dance classes to inner-city young people. Youth development means using those recreational events to engage youth in situations that connect them to caring adults and enable them to feel useful, competent, and powerful. The activities are simply a means to an end: reconnecting youth and community.

And reconnecting youth and community also is a means to an end: building peaceful communities. In this case, however, the means themselves need no justification. Youth development presents far-reaching possibilities for producing change in other arenas, such as creating economic stability, strengthening families, and improving the environment. By using a youth development/community empowerment approach, communities can take control of the circumstances of today and can work in tandem with young people to build a stronger tomorrow.

There are three ways of trying to win the young. There is persuasion, there is compulsion and there is attraction. You can preach at them, that is a hook without a worm; you can say "you must volunteer," and that is of the devil; and you can tell them, "you are needed," that appeal hardly ever fails.[6]

Appendix A
Leadership: A Self-Assessment

The following leadership self-assessment contains questions under four sections: (A) leadership style, (B) leadership in relation to staff and board members, (C) leadership in relation to youth and community, and (D) leadership in action. Answering the following questions will help agency leaders contemplate their own leadership style. More important, they can begin to think about how to most effectively exercise their leadership to ensure that new youth policies meet the needs of young people and communities.

A. Leadership Style

1. Do I consider myself a leader or a manager, and how do I define those different roles?

2. What do I consider to be the key characteristics of a strong leader, and how many of those characteristics do I possess?

3. How do I define my leadership style, and through what means do I obtain feedback about how that style affects the growth and success of individuals and organizations?

4. How would I rate my willingness to continually rethink old processes and ideas?

5. What are my greatest fears when I think about collaborating with others (for example, loss of power, adverse effect on the agency or young people, time constraints)?

6. What methods do I use to handle my fear of loss of power or other personal fears when moving to a "power sharing" method of collaboration within or outside the agency?

7. What would I be willing to give up (power, funding, credit) to ensure that youth receive the best possible care in my community?

8. What is my learning style, and how does it differ from the learning styles of the people with whom I work most directly (staff, board members)?

9. Do I worry about who will get the credit for a new idea or initiative within the agency or the community?

10. Am I willing to admit being wrong?

11. Do I view mistakes, mine and those of others, as opportunities to solve problems and create new systems?

12. Is my approach primarily reactive or proactive?

B. Leadership in Relation to Staff and Board Members

1. What decisions do I choose to involve staff in making, and what process do I use to ensure their full involvement?

2. How would staff and board members rank my willingness to involve them in continually "reinventing" the organization to better serve youth and the community?

3. How open am I to accommodating the different learning styles of others? What methods have I used to help my staff and board explore their learning styles?

4. Do I continually ask questions of staff and board members, and do I really listen to their answers?

5. Do I use my mistakes as opportunities to model learning through experience with my staff?

6. Do I encourage my staff to take leadership on specific tasks?

7. Do I model proactive leadership with my staff or board?

C. Leadership in Relation to Youth and Community

1. What process do I use for periodically reviewing the organization's mission statement to determine its continuing value and applicability to young people and the community?

2. What values, beliefs, and paradigms about youth and community do I hold? Which are important to me, and which am I willing to rethink?

3. What methods do I use to keep in touch with the changing needs of young people and the community?

4. What decisions do I choose to involve youth and the community in making, and what process do I use to ensure their full involvement?

5. How would youth and community members rank my willingness to involve them in developing new services or advocating for new policies?

6. Do I continually ask questions of youth and community members, and do I really listen to their answers?

7. Do I provide opportunities for youth and community members to take on leadership roles?

8. Do I model proactive leadership with youth or community members?

D. Leadership in Action

1. What actions have I taken recently to build my leadership capacity?

2. What actions have I taken recently to build leadership or management skills among my staff and board? youth and community members?

3. Do I have people upon whom I can rely to serve as an honest sounding board with regard to my new leadership ideas?

4. How often do I step back from my day-to-day work to reexamine the appropriateness of the organization's mission and my effectiveness in leading the agency toward that mission?

5. How often do I schedule time for planning, both short- and long-term, and who do I include in the planning process?

6. What process do I use for planning?

7. What proactive steps have I taken in the past 6 months to enhance the organization's capacity to improve youth services and policy?

Appendix B

Implementing a Youth Development Approach: An Organizational Assessment Questionnaire

The following questionnaire may be used by organizational leaders to begin assessing their organization's readiness to implement a youth development approach to serving young people. The assessment tool contains questions under four sections: (A) organizational development, (B) programs and services, (C) outreach and education, and (D) collaborating with other youth services providers, young people, and the community.

A. Organizational Development

1. What is the organizational vision or mission with regard to implementing a youth development approach? Who was involved in creating that vision or mission?

2. What has the organization done to ensure that all programs are based on a youth development rather than a problem-centered approach?

3. What will be necessary to help staff and board members shift their thinking about youth from a "deficit based" to an "attribute based" approach?

4. What is the staff and board members' understanding of the life development process, and what has the organization done to help them understand their own ongoing development?

5. How has the organization trained staff and board members about the adolescent development process?

6. What has the organization done with regard to examining conditions that exist within the community, how young people experience those conditions, and how negative conditions might be improved?

7. What has the organization done to remove the barriers to healthy youth development that exist within the neighborhood, community, and Nation?

B. Programs and Services

1. Does the organization offer young people programs that do the following:

   a. Provide a full range of services and opportunities?

   b. Enable young people to develop new skills?

   c. Teach personal life skills, such as solving problems, making decisions, setting and achieving goals, and creating and maintaining harmonious interpersonal relationships?

   d. Connect young people to caring adults (nonstaff) and then support those connections?

   e. Support young people's educational experiences?

   f. Provide academic and employment preparation and internships?

   g. Enable young people to consider and plan for their future?

   h. Address the general problems of adolescence or specific difficulties without labeling youth as "troubled"?

   i. Mix young people from various backgrounds?

   j. Expose youth to new events, circumstances, opportunities, and locations?

   k. Teach young people about what to expect from, or how to handle, real-life situations such as planning for the future, getting married, having children, maintaining employment, developing hobbies or special interests, celebrating successes, or adjusting to loss?

   l. Place young people in supported leadership positions through which they are exposed to the challenges and satisfactions of collaborating with others to explore options, make decisions, and achieve positive outcomes?

   m. Connect youth to the community through special projects or linkages to ongoing community efforts or activities?

2. Does the organization offer guidance to youth about how to take advantage of services and opportunities (provided through the organization, through other agencies, and in the larger community)?

3. How does the organization address young people's need to take part in activities that are functional, educational, and fun?

4. What characteristics demonstrate that a youth development approach underlies program efforts?

5. How are the results of program efforts to support adolescent development measured and shared?

C. Outreach and Education

1. What is the prevailing youth policy (State or local), and how has the organization worked to inform the policy process with regard to youth development?

2. How has the organization worked with the community to create and communicate a vision of what is necessary for the positive development of young people?

3. How has the organization addressed the culturally based negative feelings about adolescents? How will it do so in the future?

4. How has the organization used the media to counteract the current projection of negative images about youth that shape public opinion and therefore public policy?

D. Collaborating With Other Youth Services Providers, Young People, and the Community

1. How does the agency collaborate with other youth services providers to develop strategies for moving toward a youth development approach to helping young people within the community? the State? the region?

2. How would other youth services providers characterize the agency's contributions to improving youth policy and practice?

3. What has the organization done to truly involve youth, families, and community members in designing and evaluating programs and developing strategies for rebuilding communities?

4. What types of situations has the organization created in which young people are valued and included?

5. How will the organization help the community to shift its thinking about youth from a "deficit based" to an "attribute based" approach?

6. How will the organization help the community to understand and value adolescent development as part of a lifelong developmental process?

7. What real outcomes have resulted from the organization's collaborative efforts in the past?

8. What real outcomes is the organization working toward through its current collaborative efforts?

References

1. West, D.D. 1974. Youth development: A new look at an old concept. *Youth Reporter.* December:5–8.

2. National Network of Runaway and Youth Services. [now the National Network for Youth]. 1993. *Network News.* Fall:1–11.

3. Office of Juvenile Justice and Delinquency Prevention. n.d. *The Office of Juvenile Justice and Delinquency Prevention.* Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

4. Brendtro, L.K., M. Brokenleg, and S. Van Bockern. 1990. *Reclaiming youth at risk: Our hope for the future.* Bloomington, IN: National Educational Service.

5. Knauft, E.B. 1993. *America's teenagers as volunteers.* Washington, D.C.: Independent Sector.

6. Hahn, K. *Readings from the Hurricane Island Outward Bound School.* 1991. Rockland, ME: Outward Bound.

Youth Development Publications

Adolescence: Path to a productive life or a diminished future? Russell, A., ed. 1990. *Carnegie Quarterly* 35(1,2):1+. (Available from the Carnegie Corporation of New York, Publications Department, 437 Madison Avenue, New York, NY 10022; 212/371-3200.)

Adolescent rolelessness in modern society (Working paper). Nightingale, E., and L. Wolverton. 1988. Washington, D.C.: Carnegie Council on Adolescent Development. (Available from the ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; 800/443-3742.)

America's teenagers as volunteers. Knauft, E.B. 1993. Washington, D.C.: Independent Sector. (Available from the Independent Sector, 1828 L Street, N.W., Suite 1200, Washington, D.C. 20036; 202/223-8100.)

An approach to youth participation. U.S. Department of Health, Education, and Welfare; Office of Human Development; Office of Youth Development; Division of Youth Activities. 1975. Washington, D.C.: U.S. Department of Health, Education, and Welfare. (Available from the National Clearinghouse on Families & Youth, P.O. Box 13505, Silver Spring, MD 20911-3505; 301/608-8098.)

Bridging the gap: A rationale for enhancing the role of community organizations in promoting youth development (Commissioned paper). Pittman, K.J., and M. Wright. 1991. Washington, D.C.: Carnegie Council on Adolescent Development. (Available from the ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; 800/443-3742.)

Building assets together: 101 group activities for helping youth succeed. Roehlkepartain, J.L. 1995. Minneapolis: Search Institute. (Available from the Search Institute, Thresher Square West, 700 South Third Street, Suite 210, Minneapolis, MN 55415-1138; 800/888-7828.)

Building communities from the inside out: A path toward finding and mobilizing a community's assets. Kretzmann, J.P., and J.L. McKnight. 1993. Evanston, IL: Northwestern University, Center for Urban Affairs and Policy Research. (Available from Northwestern University, Center for Urban Affairs and Policy Research, 2040 Sheridan Road, Evanston, IL 60208; 708/491-3518.)

Building supportive communities for youth: Local approaches to enhancing community youth services and supports (Commissioned paper). O'Brien, R., K.J. Pittman, and M. Cahill. 1992. Washington, D.C.: Carnegie Council on Adolescent Development. (Available from the ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; 800/443-3742.)

This list comprises publications focusing on youth development; readers should not presume this list is exhaustive. Moreover, the points of view and opinions expressed in these publications do not necessarily represent the official position, policies, or views of the Family and Youth Services Bureau, the U.S. Department of Health and Human Services, or the National Clearinghouse on Families & Youth.

BEST COPY AVAILABLE

Changing our course: Youth as resources. O'Neil, J., ed. 1992. Washington, D.C.: National Crime Prevention Council. (Available from the National Crime Prevention Council, Attention: Youth as Resources, 1700 K Street, N.W., 2d Floor, Washington, D.C. 20006-3817; 202/466-6272.)

Changing perspectives: Youth as resources. National Crime Prevention Council. 1990. Washington, D.C.: National Crime Prevention Council. (Available from the National Crime Prevention Council, Attention: Youth as Resources, 1700 K Street, N.W., 2d Floor, Washington, D.C. 20006-3817; 202/466-6272.)

Children, families, and communities: A new approach to social services. Wynn, J., J. Costello, R. Halpern, and H. Richman. 1994. Chicago: University of Chicago, Chapin Hall Center for Children. (Available from the University of Chicago, Chapin Hall Center for Children, 1313 East 60th Street, Chicago, IL 60637; 312/753-5900.)

The community collaboration manual. Hickman, J.P., D. Blumenstock, S.W. Reponen, G. Raley, and L.W. Stern. 1991. Washington, D.C.: National Assembly of National Voluntary Health and Social Welfare Organizations. (Available from the National Collaboration for Youth, 1319 F Street, N.W., Suite 601, Washington, D.C. 20004; 202/347-2080.)

Consultation on evaluation of youth development programs: Report on the meeting (Conference proceedings). Task Force on Youth Development and Community Programs. 1992. Washington, D.C.: Carnegie Council on Adolescent Development. (Available from the ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; 800/443-3742.)

Contract with America's youth: Toward a national youth development agenda. Halperin, S., J. Cusack, G. Raley, R. O'Brien, and J. Wills, eds. 1995. Washington, D.C.: American Youth Policy Forum et al. (Available from the American Youth Policy Forum, 1001 Connecticut Avenue, N.W., Suite 719, Washington, D.C. 20036-5541; 202/775-9731.)

Defining the fourth R: Promoting youth development through building relationships (Commissioned paper). Pittman, K.J. 1992. Washington, D.C.: Academy for Educational Development, Center for Youth Development and Policy Research. (Available from the Academy for Educational Development, Center for Youth Development and Policy Research, 1875 Connecticut Avenue, N.W., Suite 800, Washington, D.C. 20009-1202; 202/884-8267.)

Directory of internships in youth development. Helfgott, K.P., T. Boykin, and G.A. Raley. 1995. Washington, D.C.: National Assembly of National Voluntary Health and Social Welfare Organizations. (Available from the National Collaboration for Youth, 1319 F Street, N.W., Suite 601, Washington, D.C. 20004; 202/347-2080.)

From deterrence to development: Putting programs for young African-American males in perspective (Commissioned paper). Pittman, K.J., and S. Zeldin. 1993. Washington, D.C.: Urban Institute Press; Academy for Educational Development, Center for Youth Development and Policy Research. (Available from the Academy for Educational Development, Center for Youth Development and Policy Research, 1875 Connecticut Avenue, N.W., Suite 800, Washington, D.C. 20009-1202; 202/884-8267.)

Gender issues in youth development programs (Commissioned paper). Nicholson, H.J. 1992. Washington, D.C.: Carnegie Council on Adolescent Development. (Available from the ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; 800/443-3742.)

Given the opportunity: How three communities engaged teens as resources in drug abuse prevention. National Crime Prevention Council. 1992. Washington, D.C.: National Crime Prevention Council. (Available from the National Crime Prevention Council, Attention: Youth as Resources, 1700 K Street, N.W., 2d Floor, Washington, D.C. 20006-3817; 202/466-6272.)

Great transitions: Preparing adolescents for a new century. Carnegie Council on Adolescent Development. 1995. Washington, D.C.: Carnegie Council on Adolescent Development. (Available from the ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; 800/443-3742.)

A guide to resources on youth leaders and partners: Strategies, programs, and information. Ma, X., ed. 1994. Indianapolis: Indiana Youth Institute. (Available from Indiana Youth Institute, 3901 North Meridian Street, Suite 200, Indianapolis, IN 46208; 317/924-3657.)

Healthy communities; healthy youth: How communities contribute to positive youth development. Blyth, D. 1992. Minneapolis: RespecTeen. (Available from the Search Institute, Thresher Square West, 700 South Third Street, Suite 210, Minneapolis, MN 55415-1138; 800/888-7828.)

The latency years: Building bridges to adolescence. Beck, I. 1990. Chicago: Family Resource Coalition. *Family Resource Coalition Report* 9(1):10–11. (Available from the Family Resource Coalition, 200 South Michigan Avenue, 16th Floor, Chicago, IL 60604-2424; 312/341-0900.)

Leadership development. Stoneman, D. 1988. Somerville, MA: YouthBuild USA. (Available from YouthBuild USA, 58 Day Street, P.O. Box 440322, Somerville, MA 02144; 617/623-9900.)

Life planning education: A youth development program. 1989. Washington, D.C.: Advocates for Youth. (Available from Advocates for Youth, 1025 Vermont Avenue, N.W., Suite 200, Washington, D.C. 20005; 202/347-5700.)

Making the grade: Community workbook. Making the Grade Committee. n.d. Washington, D.C.: National Collaboration for Youth. (Available from the National Collaboration for Youth, 1319 F Street, N.W., Suite 601, Washington, D.C. 20004; 202/347-2080.)

Mobilization for action: A call for a coordinated response to the needs of black male youth (Commissioned paper). Pittman, K.J. 1992. Washington, D.C.: Academy for Educational Development, Center for Youth Development and Policy Research. (Available from the Academy for Educational Development, Center for Youth Development and Policy Research, 1875 Connecticut Avenue, N.W., Suite 800, Washington, D.C. 20009-1202; 202/884-8267.)

National and community service: Volunteer youthpower. Child Welfare League of America. 1994. *Children's Voice* 3(4):4+. (Available from the Child Welfare League of America, 440 First Street, N.W., Suite 310, Washington, D.C. 20001-2085; 202/638-2952.)

New designs for youth development (Periodical). (Available from the National Network for Youth, 1319 F Street, N.W., Suite 401, Washington, D.C. 20004; 202/783-7949.)

A new vision: Promoting youth development (Commissioned paper). Pittman, K.J., and W. E. Fleming. 1991. Washington, D.C.: Academy for Educational Development, Center for Youth Development and Policy Research. (Available from the Academy for Educational Development, Center for Youth Development and Policy Research, 1875 Connecticut Avenue, N.W., Suite 800, Washington, D.C. 20009-1202; 202/884-8267.)

The 1993 youth worker survey report: An assessment of competencies needed by youth workers. Lane, R. 1993. Washington, D.C.: DeWitt Wallace-Reader's Digest Fund. (Available from the National Network for Youth, 1319 F Street, N.W., Suite 401, Washington, D.C. 20004; 202/783-7949.)

Nurturing young black males: Challenges to agencies, programs, and social policy. Mincy, R.B., ed. 1995. Washington, D.C.: Urban Institute Press. (Available from The Urban Institute, Publication Sales Office, 2100 M Street, N.W., Washington, D.C. 20037; 202/857-8687.)

Places to grow: Perspectives on youth development opportunities for 7- to 14-year-old Minneapolis youth. Suito, R., P. Benson, D. Blyth, and A. Sharma. 1995. Minneapolis: Search Institute. (Available from the Search Institute, Thresher Square West, 700 South Third Street, Suite 210, Minneapolis, MN 55415-1138; 800/888-7828.)

A portrait of young adolescents in the 1990s: Implications for promoting healthy growth and development. Scales, P. 1991. Carrboro, NC: University of North Carolina at Chapel Hill, Center for Early Adolescence. (Available from the Search Institute, Thresher Square West, 700 South Third Street, Suite 210, Minneapolis, MN 55415-1138; 800/888-7828.)

The positive possibilities of young adolescents. Scales, P. 1990. *Family Resource Coalition Report* 9(1):10–11. (Available from the Family Resource Coalition, 200 South Michigan Avenue, 16th Floor, Chicago, IL 60604-2424; 312/341-0900.)

Positive youth development: Agencies, communities face the future. Child Welfare League of America. 1994. *Children's Voice* 3(4):4–6. (Available from the Child Welfare League of America, 440 First Street, N.W., Suite 310, Washington, D.C. 20001-2085; 202/638-2952.)

Promoting youth development: Strengthening the role of youth-serving and community organizations (Commissioned paper). Pittman, K.J. 1991. Washington, D.C.: Academy for Educational Development, Center for Youth Development and Policy Research. (Available from the Academy for Educational Development, Center for Youth Development and Policy Research, 1875 Connecticut Avenue, N.W., Suite 800, Washington, D.C. 20009-1202; 202/884-8267.)

Pushing the boundaries of education: The implications of a youth development approach to education policies, structures and collaborations (Commissioned paper). Pittman, K.J., and M. Cahill. 1992. Washington, D.C.: Academy for Educational Development, Center for Youth Development and Policy Research. (Available from the Academy for Educational Development, Center for Youth Development and Policy Research, 1875 Connecticut Avenue, N.W., Suite 800, Washington, D.C. 20009-1202; 202/884-8267.)

Report on the consultation on professional development of youthworkers (Conference proceedings). Task Force on Youth Development and Community Programs. 1991. Washington, D.C.: Carnegie Council on Adolescent Development. (Available from the ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; 800/443-3742.)

The second decade: A critical period of development (Working paper). Behrer, C.J., D.M. Hughes, and N.P. Posivak. 1993. Washington, D.C.: National Network for Youth. (Available from the National Network for Youth, 1319 F Street, N.W., Suite 401, Washington, D.C. 20004; 202/783-7949.)

Social skills training and cooperative learning: A review and implications for the youth development project. O'Donnell, C., and R. Ahlen-Widoe. 1992. Honolulu: University of Hawaii at Manoa, Social Science Research Institute, Center for Youth Research. (Available from the University of Hawaii at Manoa, Social Science Research Institute, Center for Youth Research, 2500 Campus Road, Hawaii Hall, Room 23, Honolulu, HI 96822; 808/956-7517.)

Strengthening staff in local youth serving organizations: A thought piece (Paper). Pittman, K.J., and W.A. Fleming. 1992. Washington, D.C.: Academy for Educational Development, Center for Youth Development and Policy Research. (Available from the Academy for Educational Development, Center for Youth Development and Policy Research, 1875 Connecticut Avenue, N.W., Suite 800, Washington, D.C. 20009-1202; 202/884-8267.)

Taking the plunge: An examination of positive youth development. Moore, K.A., and D. Glei. 1995. *Journal of Adolescent Research* 10(1):15–40. (Available from Child Trends, Inc., 4301 Connecticut Avenue, N.W., Suite 100, Washington, D.C. 20008; 202/362-5580.)

Violence prevention and youth development: Implications for the medical clinician. Zeldin, S., and H. Spivak. 1993. In *Current Issues of the Adolescent Patient*, edited by R. Tonkin. London: Bailler's Clinical Paediatrics. (Available from the Academy for Educational Development, Center for Youth Development and Policy Research, 1875 Connecticut Avenue, N.W., Suite 800, Washington, D.C. 20009-1202; 202/884-8267.)

What differences do racial, ethnic, and cultural differences make in youth development programs? (Commissioned paper). Camino, L.A. 1992. Washington, D.C.: Carnegie Council on Adolescent Development. (Available from the ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; 800/443-3742.)

What kids need to succeed: Proven, practical ways to raise good kids. Benson, P.L., J. Galbraith, and P. Espeland. 1994. Minneapolis: Search Institute and Free Spirit Publishing, Inc. (Available from Free Spirit Publishing, Inc., 400 First Avenue North, Suite 616, Minneapolis, MN 55401-1730; 800/735-7323.)

Young adolescents and community service (Working paper). Schine, J. 1989. Washington, D.C.: Carnegie Council on Adolescent Development. (Available from the ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; 800/443-3742.)

Youth apprenticeship in America: Guidelines for building an effective system. Rosenbaum, R., D. Stern, M. Agnes, S.F. Hamilton, S. Berryman, and R. Kazis. 1994. Reprint, Washington, D.C.: American Youth Policy Forum. (Available from the American Youth Policy Forum, 1001 Connecticut Avenue, N.W., Suite 719, Washington, D.C. 20036-5541; 202/775-9731.)

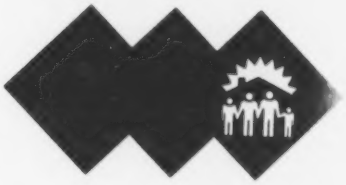
Youth development and resiliency research: Making connections to substance abuse prevention (Commissioned paper). Pittman, K.J., R. O'Brien, and M. Kimball. 1993. Washington, D.C.: Academy for Educational Development, Center for Youth Development and Policy Research. (Available from the Academy for Educational Development, Center for Youth Development and Policy Research, 1875 Connecticut Avenue, N.W., Suite 800, Washington, D.C. 20009-1202; 202/884-8267.)

Youth development project: 1991/92 final report. O'Donnell, C., R. Ahlen-Widoe, and S. Helm. 1992. Honolulu: University of Hawaii at Manoa, Social Science Research Institute, Center for Youth Research. (Available from the University of Hawaii at Manoa, Social Science Research Institute, Center for Youth Research, 2500 Campus Road, Hawaii Hall, Room 23, Honolulu, HI 96822; 808/956-7517.)

Youth leadership training curriculum: A plan to include all youth as leaders in the community. Cummins, J., and E. Joyce. 1994. Falls Church, VA: U.S. Department of Health and Human Services, Administration on Developmental Disabilities. (Available from The ARC of Northern Virginia, 100 North Washington Street, Suite 234, Falls Church, VA 22046; 703/532-3214.)

Youth participation directory. Western States Youth Services Network. comp. 1992. Petaluma, CA: Western States Youth Services Network. (Available from Western States Youth Services Network, 1309 Ross Street, Suite B, Petaluma, CA 94954; 707/763-2213.)

Youth participation in organizations. U.S. Department of Health, Education, and Welfare; Office of Human Development; Office of Youth Development; Division of Youth Activities. 1977. Washington, D.C.: U.S. Department of Health, Education, and Welfare. (Available from the National Clearinghouse on Families & Youth, P.O. Box 13505, Silver Spring, MD 20911-3505; 301/608-8098.)



The National Clearinghouse on Families & Youth...

Can Help You Find What You're Looking For

Seeking solutions to the complex problems facing youth and families? The National Clearinghouse on Families & Youth (NCFY) is your resource.

The Family and Youth Services Bureau; Administration on Children, Youth and Families; U.S. Department of Health and Human Services; established NCFY to help you make valuable contacts with other programs or find the answers to your questions. The following are just a few of the ways NCFY can assist you:

- Tailoring research to meet the needs of your organization, program, or community
- Linking you with others who face similar challenges or who have creative ideas about improving youth practice and policy
- Updating you on FYSB's youth initiatives and those of other national organizations
- Providing materials for distribution at your conferences and trainings or information on upcoming youth-related events

All it takes is a phone call!

National Clearinghouse on Families & Youth
P.O. Box 13505
Silver Spring, MD 20911-3505
Tel. (301) 608-8098
Fax (301) 608-8721

BEST COPY AVAILABLE

National Clearinghouse on Families & Youth
P.O. Box 13505
Silver Spring, MD 20911-3505
Tel. (301) 608-8098
Fax (301) 608-8721

BEST COPY AVAILABLE